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**Office of Kansas Governor  
Federal and Other Grants Program**

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**Federal Sexual Violence Prevention  
And Education Grant**

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**Fiscal Year 2007  
Grant Application**

**APPLICATION DEADLINE:  
RECEIVED BY 5:00 P.M. September 11, 2006**

**OFFICE OF THE GOVERNOR  
KATHLEEN SEBELIUS  
FEDERAL AND OTHER GRANTS  
PROGRAM**

**FEDERAL SEXUAL VIOLENCE  
PREVENTION AND EDUCATION  
GRANT APPLICATION**

SEVEN APPLICATIONS (ONE ORIGINAL AND SIX COPIES)  
SHOULD BE FORWARDED TO

GOVERNOR'S GRANTS PROGRAM  
LANDON STATE OFFICE BUILDING  
900 SW JACKSON, ROOM 304 N  
TOPEKA, KS 66612-1220

APPLICATIONS NOT **RECEIVED** BY 5:00 P.M., September 11, 2006  
WILL NOT BE ACCEPTED

**PLEASE DO NOT CALL CONCERNING THE STATUS OF THE APPLICATION.  
YOU WILL BE NOTIFIED IN WRITING.**

# GUIDELINES

## SEXUAL VIOLENCE PREVENTION & EDUCATION GRANT

This grant program is a joint effort with the Office of the Kansas Governor's Federal and Other Grants Program and the Kansas Department of Health and Environment (KDHE). The following information defines the guidelines and eligibility criteria for the Federal Sexual Violence Prevention and Education (SVPE) grant program. The goal of the grant program is decreasing the incidence of first time perpetration of sexual violence against females. These funds are available to:

1. Address sexual violence prevention using a public health approach, and
2. Support strategies and activities that prevent sexual violence from initially occurring, and reduce first time perpetration and victimization of sexual violence through comprehensive primary prevention programming and evaluation.

The public health model involves the following:

- Defining the problem through data collection (who, what, when, where, and how);
- Identifying causes / Risk and Protective Factor identification (why);
- Developing and testing interventions addressing the risk factors; and
- Implementing interventions and evaluating their effectiveness.

The public health approach to the prevention of violence is multi-disciplinary. The elimination or reduction of sexual violence is less likely to occur if interventions are limited to only a few of the many interacting factors (see *CDC Sexual Violence Fact Sheet* at [www.cdc.gov/ncipc/factsheets/svfacts.htm](http://www.cdc.gov/ncipc/factsheets/svfacts.htm)). Instead, success requires the implementation of multiple activities that address social, environmental, and behavioral factors through varied community initiatives. Coordination of these community-based initiatives will result in collaborative partnerships united to end sexual violence, and ultimately, a decrease in the incidence of first time perpetration of sexual violence against females.

Funds will be invested to document best practices that promote safe environments by using strategies based on the communities' current needs and challenges.

**\*\*See [Appendix A](#) for a list of terms and definitions that pertain to this grant application.**

## PROGRAM REQUIREMENTS

1. To coordinate new or enhance existing community-based prevention initiatives addressing knowledge, attitudes, behaviors and environments that impact sexual violence.
2. To implement comprehensive sexual violence primary prevention strategies and intervention(s) with a primary focus on changing knowledge, attitudes, behaviors and environments that contribute to first time perpetration of sexual violence.
  - a. Educational strategies should be geared toward youth with a main emphasis on men and boys (potential perpetrators) and youth and adults who have ability to influence or act as change agents in the prevention efforts (bystanders).
  - b. Funded grant projects must contain replicable components to ensure SVPE grant funds are invested toward the development of programs that may be replicated by other sites as resources become available.
  - c. Comprehensive sexual violence primary prevention strategies and interventions should:
    - 1) Be evidence based;
    - 2) Be theory-based (including behavior change and social change principles in program content). When designing, choosing or maintaining an intervention, it is important to include components that facilitate the behavior change process. It is helpful to examine violence prevention and alcohol and drug prevention programs that have been evaluated and proven effective at changing behaviors;
    - 3) Address multiple levels of the ecological model (for more information, read *Sexual Violence Prevention: Beginning the Dialogue* located at [www.cdc.gov/ncipc/dvp/SVPrevention.htm](http://www.cdc.gov/ncipc/dvp/SVPrevention.htm)); and
    - 4) Be replicable.
3. To evaluate intervention(s) with primary focus on measuring effectiveness of curriculum/programming to change knowledge, attitudes, behaviors, or environments that promote healthy relationships and decrease potential for sexual violence. All funded programs will be asked to monitor their impact measures. Evaluations should consist of:
  - a. Program logic model (SVPE subgrantees will be required to develop a draft of this by the end of the 2007 grant project period. The Kansas Department of Health and Environment, Community Coalition and Program Evaluator will assist in the development of the logic model.);
  - b. Development of measurable goals and objectives; and
  - c. Formative, process, impact and outcome measures.

## APPLICANT ELIGIBILITY REQUIREMENTS

The following eligibility criteria must be met by all organizations that receive SVPE grant funds.

1. Private or public non-profit, community and faith-based organizations, units of local or state government and schools are eligible to apply for these grant funds. Applicants may contract with other entities to develop, implement, or evaluate the grant project design or methods of interventions.
2. Only one applicant per community will be considered; if necessary, applicants will be notified of multiple community applications.

## FUNDING AVAILABILITY

This is a competitive grant process with grant projects awarded for a period of 12 months from October 1, 2006 to September 30, 2007. However, sequential grant award amounts will be dependent upon year one and the preceding year's outcome criteria and the updated grant project plan. Any funds not expended by September 30, 2007, must be returned to the Governor's Grants Program.

Only one grant application per community will be reviewed.

## LIMITATIONS OF FUND USE

1. These grant funds shall not supplant other federal, state, or local funds that would otherwise be available for sexual violence prevention or intervention programs.
2. Equipment and hardware are unallowable unless necessary and essential to providing the sexual violence prevention or intervention programs.
3. Construction, renovations, or land acquisitions are unallowable costs. This includes mortgage payments.
4. The use of grant project funds is prohibited for grant projects which offer a low probability of preventing sexual violence as determined by fiscal and program audits.
5. Indirect costs are unallowable.
6. Because of such limited funding, membership dues or fees will not be allowed.
7. The use of grant funds to pay for costs incurred in applying for, administering or auditing this or any other grant is not allowed.
8. Funds cannot be used for research.
9. Reimbursement of pre-award costs is not allowed.
10. Funds cannot be used to provide direct counseling, treatment, or advocacy services to victims or perpetrators of sexual violence.

11. Funds cannot be used for media or awareness campaigns that exclusively promote awareness of where to receive victim services.
12. Funds cannot be used for the lease of passenger vehicles.
13. Funds cannot be used for the development of major software applications.
14. Funds cannot be used to purchase food to use as part of the grant project activities.

## GRANT APPLICATION DEADLINE

Each grant application must be **received** in the Office of the Governor's Grants Program **no later than 5:00 p.m., September 11, 2006.** The mailing address is Landon State Office Building, 900 SW Jackson, Room 304 N, Topeka, KS 66612-1220.

## REQUIREMENTS

The following requirements will be set forth for applicants receiving funding from the Federal SVPE grant program:

1. Create a comprehensive sexual violence primary prevention plan in collaboration and coordination with the community's sexual violence prevention coalition. The plan should include addressing sexual violence at various levels of the ecological model.
2. Develop or refine sexual violence prevention community based coalition (see Appendix B for definitions).
3. Develop, implement (or refine) a comprehensive sexual violence primary prevention education program and evaluation plan through:
  - a. School-based programming;
  - b. Community mobilization and programming;
  - c. Policy and norms change; and
  - d. Coalition building with partners and key stakeholders.
4. Participate in ongoing technical assistance and consultation provided by KDHE and KDHE-identified consultant(s).
5. Attend required KDHE meetings and trainings. **Funded grant projects will be required to attend two one-day meetings and participate in two conference calls, and should incorporate these estimated costs into the grant project budget accordingly.**
6. Collaborate with KDHE and other awardees on an ongoing basis by sharing progress, lessons learned, materials and tools.
7. Share lessons learned via multiple mechanisms such as conferences, meetings, site visits and reports.
8. Submit monthly financial and quarterly project reports to the Governor's Grants Program as required, as well as any other reports required by the federal government, the Governor's Grants Program or KDHE.
9. Submit annual evaluation reports.

10. Submit a copy of agency created curriculum or if adapted a standardized curriculum, submit documentation of how the standardized curriculum was adapted.

## REVIEW OF APPLICATIONS

Each grant application will be evaluated using the following criteria:

1. Documentation and understanding of the issue as it relates to sexual violence;
2. Quality of the needs assessment in terms of proposed sexual violence prevention programs;
3. Demonstration of clear, measurable and appropriate grant project objectives;
4. The selection of interventions that address the problems of the community;
5. The identification of evaluative components to track progress and effectiveness of the proposed grant project;
6. Evidence of community support, involvement and collaboration;
7. Relevant budget information; and
8. Receipt of other federal, state, or local funding.

**Each applicant will be notified in writing of the grant award decision.**



# INSTRUCTIONS

# ATTENTION

**Please read the following before completing and submitting the FEDERAL SEXUAL VIOLENCE PREVENTION AND EDUCATION grant application.**

Please submit the application and the attached forms typed or word processed in Times New Roman 12 point font size or larger.

The Governor's Grants Program staff will conduct a preliminary review of all SVPE grant applications.

Due to the competitive nature of the grant award process, applications that are incomplete or not submitted correctly will not be considered for a grant award.

An incomplete application means the following:

- Application is missing information;
- Incorrect forms were used;
- Application is not in the correct order; or
- Not submitting the correct number of copies.

## GENERAL INSTRUCTIONS

Submit the application and the attached forms typed or word processed in Times New Roman 12 point font size, be double-spaced and with one-inch margins. Applications must not exceed 20 pages. Keep the information as brief as possible and explanatory statements clear and concise. Staple applications in the upper left-hand corner and number all pages in the bottom right-hand corner. **Do not submit any items not specified in the Summary of Contents (i.e. pictures, news articles, letters of support) other than those requested. Do not include covers, appendices, fancy bindings, artwork, brochures, etc.** These items will be removed prior to the review.

### #1 *COVER LETTER*

Directions: Provide a one-page cover letter signed by the applicant's Board president or administrative authority other than staff summarizing the nature of the grant proposal and stating the amount of funds requested, as well as indicating that the Board or governing body has authorized the submission of the grant application.

### #2 *GENERAL INFORMATION FORM*

### #3 *SUMMARY OF CONTENTS*

### #4 *STATEMENT OF NEED*

Directions: See [Appendix C](#) for definition of needs assessment. Describe the composition of the community including demographics such as the population, age distribution, sex distribution, socioeconomic level, ethnic/racial diversity, prevalence of disability and religions. Describe the methods used to identify the community needs and the information collected. Give the time period the information collected covers. Methods and data sources may include:

- Methods: data collection, surveys, focus groups, literature reviews, interviews, observations, or other methods.
- Data Sources: crime data, census data, community health assessment process (CHAP), school violence reports, Communities That Care reports, community knowledge, beliefs, attitudes and perceptions, programs/activities being provided, or other sources.

Describe the community's violence and/or sexual violence problem, including:

1. Number and type of reported sexually violent crimes and the percentage of rape cases prosecuted and number of convictions. (Sources: Kansas Bureau of Investigation, local law enforcement, prosecutor offices, courts, sexual assault agency, etc.)
2. The community's perceptions of the causes of sexual violence.

3. What is currently being done by other entities (e.g. religious groups, educational institutions, pre-schools, youth-serving organizations, public health departments, regional prevention centers, juvenile justice, etc.) in the community that will impact the prevention of sexual violence.

Describe other available resources to the community to reduce sexual violence.

## **#5 *COMPREHENSIVE PREVENTION INTERVENTION DESCRIPTION***

Directions: This section must include the following:

1. Description of the program to be utilized;
2. Rationale for how the program addresses the identified community needs;
3. The target population, including the projected number of persons that will benefit directly from each proposed comprehensive primary prevention intervention. Include age group, sex, location of intervention (e.g. school, church, youth center) and other relevant demographics (e.g. race, disability); and identification of replicable program components;
4. Description of the steps that will be taken to ensure the integration of the comprehensive primary prevention intervention into the community setting to encourage program sustainability.

## **#6 *COORDINATION OF COMMUNITY-BASED PREVENTION INITIATIVES***

Directions: Describe how the applicant will coordinate with other community prevention initiatives that impact violence and/or sexual violence. Please include a list of the collaborative partners or potential collaborative partners, and the methods of communication. Please list any joint activities currently being planned or implemented that would not be funded through this grant.

Describe the proposed joint activities that would be funded through this grant, including:

- Description of strategies/actions to accomplish objective(s);
- Rationale and how the activities address the identified community needs;
- Target Population; and
- How joint activities address the primary prevention of sexual violence.

Describe how the coordination efforts and activities as a whole will empower the community to reduce violence against females. Please include any curriculum that has been developed by the agency for this initiative as an attachment.

## **#7 *EVALUATION COMPONENT***

Directions: Describe the evaluation efforts for the project that includes the identification and collection of data that support formative, process and outcome (impact) evaluation. If developed please include evaluation tools that will be used for these efforts. Describe the process taken in

developing the comprehensive sexual violence prevention plan which includes the program logic model. Please describe how it will include the community-based coalition and evaluator in this plan.

## **#8      *CAPACITY AND MANAGEMENT OF PREVENTION PROGRAM***

Directions: Provide the applicant's (e.g. school, organization) vision or mission statement. Provide the applicant's definition of "prevention of sexual violence." Give a general description of what the applicant has done in the community, during the past five years, around the prevention of violence and/or sexual violence, regardless of the funding source. Include a description of the activities related to violence and/or sexual violence against females and the activities related to potential offenders of sexual violence and/or other violent/criminal activity. Describe how the proposed prevention grant project will fit into the applicant's current organizational structure. Include an organizational chart in the appendices. If contracting with a consultant (e.g. educational institutions, independent consultants, research-based organizations) to develop, implement, or evaluate the program design or interventions, please provide the following information: name, location, education, related experience and a description of the consultant's role in the proposed grant project. Describe the skills and/or training the staff (full and part-time) working on the proposed prevention grant project have to develop, implement or evaluate the proposed grant project and/or the interventions. In addition, if the proposed interventions target one or both of the following:

- Working with under-served communities; or
- Working with individuals with disabilities, then

Describe the skills and/or training the staff have working with these populations and/or the assistance the staff will receive from professionals who have experience working with these populations.

## **#9      *IMPLEMENTATION AND EVALUATION PLAN***

Directions: Using the Program Plan and Evaluation Form in **Appendices E & F**, provide specific, time-phased measurable objectives that address the problems identified in the needs assessment. Identify specific methods of evaluation including a prevention plan for tracking the progress and effectiveness of the proposed prevention grant project. For each quarter in the first year, list the intervention strategies planned to meet the objectives.

Using the evaluation methods listed in **Appendix D**, describe the process the applicant will use to evaluate the proposed prevention grant project plan. **Funding will not be considered for applications following a different format or using an alternate form.**

## **#10      *BUDGET SUMMARY FORM***

Directions: Complete the Budget Summary Form as accurately as possible. All amounts should be rounded off to the nearest whole dollar. The request should be reasonable to reach the proposed grant project goal(s) and objectives. When listing Personnel positions, **circle after**

**each position whether it is a new position (N) or an existing position (E) to the agency. Each position only has one title.** Use only the official title on the Budget Summary Form and in the Budget Narrative. Please state any new job duties or functions in the Budget Narrative. Budgets should include funds to pay for evaluation assistance.

**#11**

### ***BUDGET NARRATIVE***

Directions: Describe in detail each item listed in the Budget Summary Form. **Show all calculations used to arrive at each line item request.** For example, for items such as personnel, show the annual salary rate and the percentage of time devoted to each personnel position to be paid for with these funds. For fringe benefits, show the specific rate being applied, etc. If the position is not expected to be filled for the entire 12-month grant project period, prorate the salaries and fringe benefits to reflect the same time frame used in the proposed grant project goal(s) and objectives.

**Follow the format below when writing each budget category in the budget narrative. An example is provided.**

Example:

Name/Position or Item with Description	Purpose	Location, if applicable	Computation	Request
Personnel: Prevention Coordinator (N)	To implement proposed objectives		\$12.00 per hour x 1914 hours (2080 x 11/12)	\$ 22,968
Fringe Benefits: FICA	Employer's Share		22,968 x 7.65%	\$ 1,757
Travel: * Conferences/Workshops	Annual Crime Victims' Rights Conference	Wichita, KS	200 miles x .43 \$95 hotel x 2 nights meals at \$30/day x 2 days	\$ 86 190 60
	Two Mandatory Subgrantee Meetings	Wichita, KS Topeka, KS	200 mi. x .43 \$95 x 1 night lodging meals @ \$30/day x 1 day 150 mi. x .43	\$ 86 95 30 <u>65</u>
				\$ 612
	Equipment: ** 1 ABC computer	For use by the Prevention Coordinator	Program Office 1 computer @ \$900	\$ 900
	Contractual: Evaluator	Assist in developing evaluation tools and analysis of data	200 hours @ \$40/hour	\$ 8,000

**\*Please note that for purposes of this application and grant program, SVPE grant funds will not be used to reimburse mileage expenses in excess of the applicant's approved policy rate or the current federal rate, whichever is lower. If the applicant chooses to reimburse at a rate in excess of this amount, per its agency policy, the applicant should be aware that no grant funds administered by the Governor's Grants Office may be used to make up the difference.**

**\*\*Please note that for purposes of this application and grant program, equipment is defined as assets with a useful life of one year or more and a cost of \$500 or more.**

**#12*****CURRENT FISCAL YEAR AGENCY BUDGET***

Directions: Submit the applicant's current fiscal year budget, including balanced income **and** expenses. If the applicant is under the umbrella of a larger entity, submit the budget developed for the applying program. Program income must list **all** sources of financial support (i.e. foundations, government agencies, fund-raising events, individual contributions, etc.). For each income source, state the amount and its status (received, requested, committed, or projected). If the income is requested or projected, state the date the program expects to be notified of the funding decision or the date the program anticipates collecting the income. Be sure to include the appropriate pro-rated portion of this grant application request as budgeted income with a "requested" status. Also, be sure that all line items being requested in this application can be found in the program's budget for expenses.

Example of budget income:

SOURCE:	AMOUNT:	STATUS:	DATE:
City of Topeka	\$10,000	Projected	8/06
United Way	5,000	Received	1/06
Walk-A-Thon	500	Collected	2/06
SVPE-GOV	<u>20,000</u>	Requested	9/06
Total Program Income	\$35,500		

Note: Budget expenses are also required.

**#13*****NEXT FISCAL YEAR AGENCY BUDGET***

Directions: Submit the applicant's next fiscal year budget, including balanced income **and** expenses. If the applicant is under the umbrella of a larger entity, submit the budget developed for the applying program. Program income should list **all** sources of financial support (i.e. foundations, governmental agencies, fund-raising events, individual contributions, etc.). For each income source, state the amount and its status (received, requested, committed, or projected). If the income is requested or projected, state the date the program expects to be notified of the funding decision or the date the program anticipates collecting the income. Be sure to include this RPE grant request as budgeted income with a "requested" status. Also, be sure that all line items being requested in this application can be found in the program's budget for expenses. Follow the same example as above.

**#14*****PROOF OF 501(C) STATUS***

Directions: If the applicant **is a not for profit, community or faith based organization**, submit proof of the agency's exempt status as determined by the Internal Revenue Service.



#15

### ***LETTERS OF SUPPORT***

Directions: Include letters of support for the proposed comprehensive prevention interventions, specifically stating the collaborative partners' role(s). Also, include letters of support for the proposed joint activities, specifically stating the role of each collaborative partner.

#16

### ***EVALUATIVE INSTRUMENTS***

Directions: If available, please include any evaluation instruments expected to be used in this effort (if developed) as an attachment.

#17

### ***SECRETARY OF STATE REGISTRATION***

Directions: If the applicant is a **not for profit, community or faith based organization**, submit a **current** (less than one year old) copy of the agency's Certificate of Good Standing with the Kansas Secretary of State's Office, (785) 296-4564

#18

### ***CURRENT AUDIT REPORT***

Directions: **If the applicant is a not for profit, community or faith based organization, include one copy of a current audit report and provide information on local audit procedures.** Include with the audit the Auditor's Letter to Management if applicable. If there are any findings and/or recommendations stated in the audit report or in the Letter to Management, also include a written explanation stating how the findings and/or recommendations were, or will be, addressed by the applicant.

**If the agency is a city or county government**, a current audit does not need to be submitted. However, governmental agencies must include information on who performs the audit, what period it covers, when the last audit was completed and where the audit is filed.

If the Governor's Grants Office has previously received a copy of the most current audit report, please state this in the application and include information on what period was covered, who did the audit, and when it was done.

# APPENDIX A

## Terms and Definitions

**Comprehensive Primary Prevention Planning** – A planning process to assess current programs and develop future programs that are multi-faceted, evidenced-based, theory-based, including public health behavior change principles and addresses multiple social levels. The outcome of the planning process is a program plan which includes strategies and activities that are primary prevention focused and comprehensive.

### **Community**

A city, county, or any other geographic area within a city or county. A *community* is not a school, a group of schools, or a school district. The *community* must extend beyond the school.

### **Evaluation**

The systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit standards, as a means of contributing to the improvement of the program or policy. (Weiss, 1998)

### **Primary Prevention**

Individual, and/or relationship or family, and/or community, and/or environmental or system level program, activities, or policies that prevent violence and first time perpetration and victimization from initially occurring. Primary prevention efforts work to modify and/or entirely eliminate the event, conditions, situations, or exposure to influences (risk factors) that are associated with the initiation of violence and subsequent injuries, disabilities and deaths. Additionally, prevention efforts seek to identify and enhance protective factors that may prevent violence not only in at-risk populations, but also in the community at-large.

Examples of some prevention activities are as follows:

- Programs that explore prevalent notions of masculinity and their relationship with sexual violence; healthy and respectful relationship
- Programs that address norms that support and condone sexual harassment and violence
- Programs that address the bystander role in the prevention of sexual violence
- Engaging youth as agents of change to affect their school's climate of tolerance for sexualized bullying by leading classroom-based conversations with school-wide special events

**Public Health** – Activities that society undertakes to assure the conditions in which people can be healthy. These include organized community efforts to prevent, identify, and counter threats to the health of the public (Turnock, 2001).

**Public Health Approach** – A four step process that includes: 1) defining the problem based on collecting and analyzing data about a health issue; 2) identifying risk and protective factors; 3) developing and testing prevention strategies; and 4) assuring widespread adoption.

**Sexual Violence** – A wide range of acts that occur in a variety of settings, consisting of four types (Basile & Saltzman, 2002): 1) A completed sex act without the victim's consent, or involving a victim who is unable to provide consent or refuse 2) An attempted (but not completed) sex act without the victim's consent, or involving a victim who is unable to provide consent or refuse; 3) Abusive sexual contact including intentional touching, either directly or through the clothing, or the genitalia, anus, groin, breast, inner thigh, or buttocks of any person without his or her consent or of a person is unable to consent or refuse; and 4) Non-contact sexual abuse including voyeurism, intentional exposure of an individual to exhibitionism; pornography; verbal or behavioral sexual harassment; threats of sexual violence to accomplish some other end; or taking nude photographs of a sexual nature of another person without his or her consent or knowledge, of a person who is unable to consent or refuse.

**Replication of a program**

An act or process of reproducing or duplicating the fundamental elements of a program for implementation by another agency and geographic location.

## **APPENDIX B**

### **Components of a Community-Based Prevention Program**

#### **Community Based Coordination:**

A group of individuals representing various sectors of the community (e.g. law enforcement, business, social service, justice, religious, education, recreation, civic) collectively working on sexual violence prevention in the community. “Community based coordination” is also a term that describes all forms of contributions by community members and institutions to a particular intervention or program. This larger definition includes not only the habitual coalitions, advisory groups, and partnerships but also covers a variety of assistance ranging from volunteer time, endorsement, and letters of support to substantial financial contributions.

#### ***Characteristics of successful community based coordination:***

Community ownership of the problem

Expanded resources - volunteers, skills (e.g. grant writing, media, fund raising), physical resources (e.g. office space, conference room, paper, printing), financial contributions, etc.

Coordination (or enhancement) of programs and services

Provide letters of support

Expand network of contacts

#### ***Characteristics of members of successful community based coordinated efforts:***

Understand public health model

Understand root causes of sexual violence

Leadership skills - decision makers and change makers

Diverse representation

Ability to listen, to share ideas, and to identify solutions

Reflect the demographic composition of the community

Bring experience to the group

#### ***Potential responsibilities of the community based coordination:***

Conduct a community assessment

Identify and prioritize interventions

Assist in the development, implementation, and evaluation of the program plan

Conduct awareness activities

## **Appendix C**

### **Needs Assessment**

Describes the community, including assets and needs that impact sexual violence  
Helps community comprehend and define the problem  
Confirms the existence of the problem  
Identifies current activities addressing the elimination of the problem  
Serves as a tool to create awareness of the problem  
Enlists support from various community members  
Provides baseline data for future comparison as you evaluate your progress  
Identifies program populations  
Establishes a need for action

## **Appendix D**

### **Evaluation:**

A set of measures used to track the progress and effectiveness of the program and interventions. The evaluation answers the following questions: Am I doing the right things? Is my program doing things that have been shown to be effective (literature search) or things that are more likely to work (expert opinion) against the problem? Is my program efficient? What did I learn from the evaluation? Does the evaluation tell me information that can help me make improvements to my program? Does my evaluation help report the successes of my program? Am I doing things when they are suppose to be done? Am I doing what I have planned to do?

### **Methods of Evaluation:**

#### **1) FORMATIVE EVALUATION** (before programmatic activities begin)

Any combination of measurements obtained and judgments made before or during the implementation of materials, methods, activities, or programs to control, assure, or improve the quality of performance or delivery. Usually occurs while the program is being developed. Examples: Literature search; Expert opinion; Listening sessions; Public forum/town hall meetings.

#### **2) PROCESS EVALUATION** (during program implementation)

This type of evaluation is used to examine the operations of a program, including which activities are taking place, who is conducting the activities, and who is reached through the activities. Process evaluations assess whether inputs or resources have been allocated or mobilized and whether activities are being implemented as planned. Following are examples of the type of tangible program indicators measured by process evaluation:

- The locale where services or programs are provided (e.g., rural, urban).
- The number of people receiving services.
- The actual events that occur while the services are delivered.
- The number of activities and meetings.
- The number of training sessions conducted.

#### **3) IMPACT EVALUATION** (short-term evaluation)

The assessment or measurement of program effects on intermediate objectives. Research on how well a program is meeting its goals of changes in people's knowledge, attitudes, beliefs, behaviors or environments. Example: Pre/Post Test Measures.

#### **4) OUTCOME EVALUATION** (long-term evaluation)

Assessment of the effects of a program on the ultimate objectives, including changes in health and social benefits or quality of life. Research to determine how well programs succeeded in achieving their ultimate objective of reducing morbidity and mortality.

Example: Pre-test/ 6 months Post-test/ 12 months Post-test.

## **Goals**

Goals should be simple and concise. They should indicate who will be affected and what changes will result from the activity. A goal:

- Includes major components of the program
- Presents overall direction for the program
- States broadly what the program seeks to accomplish – what you want to change in your community or state

## **Objectives**

Objectives outline specific changes that are intended to happen as a result of your program. Objectives should be clear and measurable. An objective should include:

- The outcome to be achieved
- The target population
- The conditions under which the outcome will be observed; and
- The criteria for deciding if the outcome is achieved (including when it is expected to be achieved)

A helpful acronym to remember when writing objectives is ABCDE (Chinman et.al).

A – Audience (The population for whom the desired outcome is intended)

B – Behavior (What is to happen? A clear statement of expected behavior change)

C – Condition (By when is the change expected to occur?)

D – Degree (How much change is expected?)

E – Evidence (how will the change be measured?)

## **Intervention Strategies or Activities**

A strategy describes how you are going to get things done (e.g. working with men and boys, professional skills development, community mobilization). Good strategies will take into account existing barriers and resources (people, money, power, material, etc.) The strategy should align with the overall vision, mission and objectives of the program.

## APPENDIX E

### Implementation and Evaluation Prevention Program Plan

Please define the following in your implementation and evaluation plan.

1. **Goals**

2. **Level of change you are addressing on ecological model**

3. **Objectives**

Specific and measurable.

Identify a date by when the objective will be accomplished.

Identify a person responsible for completing the objective.

4. **Intervention Activities or Strategies**

Identify how the applicant's is going to meet the proposed prevention grant project objectives.

Activities utilized to meet the proposed prevention grant project goals and objectives.

A break down of the activities into individual steps.

Identify a date (by calendar quarters) by when each step will be accomplished:

Quarter 1: October 1 to December 31, 2006

Quarter 2: January 1 to March, 2007

Quarter 3: April 1 to June 30, 2007

Quarter 4: July 1 to September 30, 2007



**APPENDIX F**  
**Implementation and Evaluation Plan**

(See Attached Form & Example)

Goal:

Addresses which level of the ecological model: Individual, Relationship, Community, Societal

Applicant's Name

Page #

Objective #1:			
Prevention Strategies	Completion Date by Quarter	Person Responsible	Method of Evaluation

## APPENDIX G

### **Recommended Resource List**

The center for the Study of Violence Prevention (CPSV) in Colorado received funding to evaluate the effectiveness of various violence preventions programs. They identified 10 Blueprint Violence Prevention Programs and 17 Promising Programs at [www.colorado.EDU/cspv/](http://www.colorado.EDU/cspv/).

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth Serving Organizations, and Community Juvenile Justice Settings; [www.ncjrs.org/pdffiles/conflic.pdf](http://www.ncjrs.org/pdffiles/conflic.pdf),

Juvenile Justice Clearinghouse

P.O. Box 6000

Rockville, MD 20849

800-638-8736

301-251-5212 (Fax)

Kansas Bullying Prevention Program; [www.kbpp.org](http://www.kbpp.org)

Conflict Resolution Education Network; [www.crenet.org](http://www.crenet.org)

Educational Resource Information Clearinghouse; [www.accesseric.org](http://www.accesseric.org)

SAMHSA Model Programs; [www.modelprograms.samhsa.gov](http://www.modelprograms.samhsa.gov)

The SAMHSA Model Programs featured on this site have been tested in communities, schools, social service organizations, and workplaces across America, and have provided solid proof that they have prevented or reduced substance abuse and other related high-risk behaviors. Programs included have been reviewed by SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP). This web site serves as a comprehensive resource for anyone interested in learning about and/or implementing these programs.

Sexual Violence Fact Sheet; [www.cdc.gov/ncipc/factsheets/svfacts.htm](http://www.cdc.gov/ncipc/factsheets/svfacts.htm)

The Community Tool Box; <http://ctb.ku.edu>

An internet based "one-stop shopping" service to assist in the promotion of community health and development. The site provides a variety of program planning, implementation and evaluation practice guidelines as well as organizational practices.

Sexual Violence Prevention: Beginning the Dialogue:

Document produced by the CDC to provide guidance to the RPE awardees regarding primary prevention and sexual violence prevention programming. The document can be accessed at <http://www.cdc.gov/ncipc/dvp/SVPrevention.htm>

### **National Sexual Violence Resource Center (NSVRC)**

NSVRC is a comprehensive collection and distribution center for information, research and emerging policy on sexual violence intervention and prevention. The NSVRC provides an extensive on-line library and customized technical assistance, as well as, coordinates National Sexual Assault Awareness Month initiatives. NSVRC can be accessed at [www.nsvrc.org](http://www.nsvrc.org)

### **National Youth Violence Prevention Resource Center (NYVPRC)**

NYVPRC provides current information developed by Federal agencies or with Federal support pertaining to youth violence. The Resources Center offers the latest tools to facilitate discussion with children, to resolve conflicts nonviolently, to stop bullying, to prevent teen suicide, and to end violence committed by and against young people. Resources include fact sheets, best practices documents, funding and conference announcements, statistics, research bulletins, surveillance reports, and profiles of promising programs. NYVPRC can be accessed at [www.safeyouth.org](http://www.safeyouth.org), and call center 1-866-SAFEYOUTH (723-3968).

### **Prevention Institute Website**

Prevention Institute is a non-profit national center dedicated to improving community health and well-being by building momentum for effective primary prevention. Primary prevention means taking action to build resilience and to prevent problems before they occur. The Institute's work is characterized by a strong commitment to community participation and promotion of equitable health outcomes among all social and economic groups. Since its founding in 1997, the organization has focused on injury and youth development. Prevention Institute can be accessed at [www.preventioninstitute.org](http://www.preventioninstitute.org)

### **Violence Against Women Network (VAWnet)**

A National Online Resource Center on Violence Against Women housed within the National Resource Center on Domestic Violence (NRC DV). VAWnet is an easily accessible and comprehensive collection of full-text, searchable electronic resources on domestic violence, sexual violence and related issues. VAWnet's primary goal is to support local, state and national violence against women prevention and intervention strategies that are safe, effective, and address the self-identified issues of consequence to victims and survivors. VAWnet can be accessed on the internet at [www.vawnet.org](http://www.vawnet.org)

### **PREVENT (Preventing Violence through Education, Networking and Technical Assistance)**

Prevention operated by The University of North Carolina Injury Prevention Research Center provides training, networking and technical assistance opportunities to help individuals and organizations nationwide reduce violence through local, state, tribal and national approaches. PREVENT offers an intensive PREVENT Institute and distance learning resources to enhance skills to prevent violence before it occurs. Additional information about PREVENT and their training resources can be accessed at [www.PREVENT.unc.edu](http://www.PREVENT.unc.edu)

### **Prevention Connection**

Prevention Connection: The Violence Against Women Prevention Partnership is a national project of the California Coalition Against Sexual Assault (CALCASA) to conduct web conferences

moderate a ListServ and lead on-line discussions to advance primary prevention of violence against women. Prevention Connection can be accessed at [www.calcasa.org/159.0.html](http://www.calcasa.org/159.0.html)

Note: Some costs may be associated with these resources.

# ATTACHMENTS

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[BUDGET SUMMARY FORM](#)

**IMPLEMENTATION AND EVALUATION PLAN FORMAT**

**Applicants Name:**

**Page #:**

OBJECTIVE # :			
Intervention Strategies	Completion Date by Quarter	Person Responsible	Method of Evaluation

## IMPLEMENTATION AND EVALUATION PLAN FORMAT

Applicants Name:

Page #:

Objective # 1:			
Intervention Strategies	Completion Date by Quarter	Person Responsible	Method of Evaluation
1. Hire part-time co-facilitators (1 male, 1 female) Develop job description Skills/Training/Experience working with offenders Advertise Determine Interview Team Screen Applicants Schedule Interviews Interview Select Co-Facilitators	1 <sup>st</sup> Quarter	<b>Primary:</b> Executive Dir. <b>Secondary:</b> Coalition Prevention Coor.	<b>Process:</b> Dates Completed
2. Contact the IMHC to schedule the training dates and the program session dates.	1 <sup>st</sup> Quarter	<b>Primary:</b> Prevention Coor. Co-Facilitators	<b>Process:</b> Dates Completed
3. Develop, revise, and order program training materials and session	1 <sup>st</sup> Quarter	<b>Primary:</b>	<b>Format:</b>

materials. Topics include but are not limited to: sexuality; anger management; effective communication skills; empathy; impulse control; and gender violence.		Prevention Coor. Co-Facilitators <b>Secondary:</b> IMHC Staff	AExperts@ and Coalition Members review materials Focus group with IMHC staff <b>Process:</b> Dates Completed
4. Develop or select evaluation measures for the staff training, male support group sessions, and the parent sessions.	1 <sup>st</sup> Quarter	<b>Primary:</b> Evaluation Con. <b>Secondary:</b> Prevention Coor. Co-Facilitators	<b>Process:</b> Date Completed
5. Implement and evaluate the four session staff training. Conduct Pre-Test Implement Sessions 1 through 4 Two, 4-hour sessions Two, 8-hour sessions Conduct Post-Test	1 <sup>st</sup> Quarter (end) 2 <sup>nd</sup> Quarter	<b>Primary:</b> Co-Facilitators <b>Secondary:</b> Evaluation Con.	<b>Process:</b> Dates Pre/Post Tests given Session Dates/Times Attendance Quality of Training Survey <b>Impact:</b> Pre-Post Test Measures (attitudes, behavior, environment)
6. Implement and evaluate the 16 session program for male support group members. Conduct Pre-Test	2 <sup>nd</sup> Quarter 3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter	<b>Primary:</b> Co-Facilitators <b>Secondary:</b>	<b>Process:</b> Dates Pre/Post Tests given Session Dates/Times



Implement Sessions 1 through 16 Conduct Post-Test Conduct Interviews with IMHC Staff Conduct Interviews with Parents or Care givers Conduct Interviews with Co-Facilitators		Evaluation Con.	Attendance Quality of Program Survey Interview Dates # of Interviews <b>Impact:</b> Pre-Post Test Measures (attitudes, behavior, environment) Interviews IMHC Staff, Parents, and Co-Facilitators (before and after - - observation/reports) Violence Reports (before and after)
7. Implement and evaluate the 16 session program for parents or care givers. Conduct Pre-Test Implement Sessions 1 through 16 Conduct Post-Test Conduct Interviews with IMHC Staff Conduct Interviews with Support Group Members Conduct Interviews with Co-Facilitators	2 <sup>nd</sup> Quarter 3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter	<b>Primary:</b> Co-Facilitators Evaluation Con.	<b>Process:</b> Dates Pre/Post Tests given Session Dates/Times Attendance Quality of Program Survey <b>Impact:</b> Pre-Post Test Measures (attitudes, behavior, environment) Interview Support Group Members IMHC Staff, and Co-Facilitators (before and after - - observation /reports) Violence Reports (before & after)
8. Prepare final report for IMHC staff and coalition. Present report at: Coalition Meeting IMHC staff meeting	4 <sup>th</sup> Quarter	<b>Primary:</b> Evaluation Con. Prevention Coord. Co-Facilitators	<b>Process:</b> Date Completed Meeting Dates

9. Conduct post-test with the first year participants to assess impact: IMHC staff Male Support Group Members Parents or Care Givers	1 <sup>st</sup> Quarter (2 <sup>nd</sup> Year of Funding Cycle)	<b>Primary:</b> Evaluation Con. Co-Facilitators	<b>Impact:</b> Pre-Post Test Measures
10. Revise program and evaluation based on first year evaluation results and results from the follow-up with first year participants.	1 <sup>st</sup> Quarter (2 <sup>nd</sup> Year of Funding Cycle)	<b>Primary:</b> Prevention Coor. Co-Facilitators Evaluation Con. <b>Secondary:</b> IMHC Staff	<b>Format:</b> AExperts@ and Coalition Members review Focus group with IMHC staff <b>Process:</b> Dates Completed
11. Begin the Implementation and evaluation phase. Two additional support groups (including parents or care givers) will be added during year two.	1 <sup>st</sup> Quarter 2 <sup>nd</sup> Quarter 3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter (2 <sup>nd</sup> Year of Funding Cycle)	<b>Primary:</b> Co-Facilitators Evaluation Con.	Same as above, including revisions

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